




## **STEPS:**

- On paper list (individually) six forces which impact positively on this (a given) situation.  
For example: list six things which keep us from nuclear confrontation.
- Below these, list six forces which impact negatively on this situation. For example: list six things impelling us toward nuclear confrontation.
- The leader calls on each person and elicits one positive force from each person.

**GROUND RULE #1** Do not evaluate the ideas.

**GROUND RULE #2** Only the discussion leader may interact with the listener - and he may only ask clarifying questions designed to catch the meaning of the idea.

**GROUND RULE #3** Have a recorder list the ideas where they can be kept on display.

 **Note:** If someone's ideas are seemingly unrelated or diametrically opposed to the discussion leader's views, they still should be listed. (Reserve judgment!)

This process may continue: A) until no new ideas emerge, or B) until each person has had an opportunity to suggest one or two.

- Next, the discussion leader elicits a similar response from the group with respect to forces which are negative. The procedure is the same.
- At this time, two lists should exist: 1) Forces against, and 2) Forces for.
- Give each person two votes. Ask them to vote for the two forces (in the negative column) which have the greatest potency to keep an initiative from being successful.

*Tabulate the votes (Show of hands, calling out numbers, post its, etc.)*

- Using the form on the back of this page, or a facsimile, list the most potent positive and negative forces operating.
- Give each person two votes. Ask each to identify the two most potent negative forces.
- Tabulate the votes
- If time permits, break the group up into teams of 3 people. Ask them to identify 3 ways in which the key negative force (the one getting the most votes) can be overcome.
- List their solutions.

“Brain Compatible? 4Check It Out!”	
— Stress = brain downshifts	— Content must have relevance for the learner
— M(memory) space = how much the learner works on at a time	— Brain pays conscious attention to only one thing at a time
— Enriched environment = increasing dendrite branching	— All learning enters through our senses/emotions